

Province of the  
**EASTERN CAPE**  
DEPARTMENT OF EDUCATION

# **GRADE R**

# **LESSON PLANS**

## **TERM 4**



## INTRODUCTORY NOTES ABOUT THIS EXEMPLAR

1. The Lesson Plans are GUIDELINES and **not prescriptive** by the Department of Education of the Eastern Cape
2. The aim or objective of these Lesson Plans is to provide a Guideline for especially under qualified or inexperienced Grade R practitioners to teach on a daily basis and to alleviate the stress of planning
3. The Department has developed LEARNER ATTAINMENT TARGET DOCUMENTS for Grade R that should be used in order to standardize assessment in the Province
4. Some teachers are using very good Grade R Programmes by Publishers and do not have to change all their planning as long as proper recording is done and the LAT's and FAT's are infused
5. In Grade R in the Foundation Phase 3 Learning Programmes must be addressed throughout the year. This exemplar provides a detailed plan for integrated teaching, learning and assessment across the 3 Learning Programmes for a whole year.
6. The Grade R Learning Outcomes (LOs) and Assessment Standards (ASs) contained in the National Curriculum Statement have been dealt with in many different places
7. Ideas for teaching learning and assessment are suggested, but can be changed. Ideas could be deleted, added or adapted.
8. Integration occurs within the backbone Learning Area LOs. Activities should be also be designed that reflect meaningful integration.
9. Integration occurs with other Learning Area LOs and ASs. It should not be forced, but should occur naturally and be reflected in activities.
10. Informal assessment must happen daily, but need not always be recorded. Informal notes and records of key milestones can be useful.
11. Specific resources mentioned will not be available in all schools. In many cases other similar resources could be used.
12. Grade R is a programme based on teaching and learning through **play opportunities** that are carefully planned. This requires lots of planning and preparation. The load can be lightened by networking with others. Grade R teachers should form small cluster groups and meet regularly to share ideas, planning and even make teaching aids and resources such as puzzles, books, games etc.
13. Barriers to Learning has been dealt with in term 2 Lesson Plans and teachers should refer to it on a daily basis
14. USE THESE LESSON PLANS TOGETHER WITH THE PROVINCIAL GRADE R LEARNER ATTAINMENT TARGET DOCUMENTS FOR LITERACY AND NUMERACY

15. ACKNOWLEDGEMENT :

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Adelaide Pre-Primary School  
Davidson Primary School  
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King William's Town Primary School  
Dambuza Primary School  
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Ekonwabeni Pre-Primary School  
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Chungwa Pre-Primary School  
Dimbaza Primary School  
Grens Voorbereiding Skool  
Baffalo Flats Primary School  
Hudson Park Primary School  
Stirling Primary School  
Selborne Primary School  
Southbourne Primary School  
Kudu Calves ( Queens College Primary School)  
Dale Junior School  
De Vos Malan High School  
Kingsridge Primary School  
Central Primary School  
Wesbank Primary School  
Lukanje Primary School

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## TERM 4 WORK SCHEDULE

Week: 1

Date: \_\_\_\_\_

Theme: INSECTS

	LITERACY		NUMERACY FAT 1		LIFE SKILLS	
<b>Focus Learning Outcomes &amp; Assessment Standards</b>	<b>LO 1: Listening</b> AS1, AS 2, AS 3.1, AS 4.1, AS 4.2, AS 7	<b>LO 2: Speaking</b> AS 1, AS 2, AS 3, AS 5, AS 6, AS 7, AS 9	<b>LO 1: Number Operations</b> AS 1, AS 2, AS 4, AS 6, AS 8	<b>LO 2: Patterns</b> AS 2	<b>LO 1: Health Promotion</b> AS 3	<b>LO 2: Social Development</b> AS 3
	<b>LO 3: Reading</b> AS 1, AS 2, AS 3, AS 4.3	<b>LO 4: Writing</b> AS 2, AS 12	<b>LO 3: Space &amp; Shape</b> AS 1, AS 3	<b>LO 4: Measurement</b> AS 2, AS 3, AS 4	<b>LO 3: Personal Development</b> AS 1, AS 2	<b>LO 4: Phys Dev. &amp; Movement</b> AS 1, AS 2, As 3, AS 4
	<b>LO 5: Thinking &amp; Reasoning</b> AS 2, AS 3, AS 8	<b>LO6: Language Structure</b> AS 1.1	<b>LO 5: Data Handling</b>			
<b>Time</b>	<b>9 hours 10 minutes</b>		<b>7 hours 30 minutes</b>		<b>5 hours 50 minutes</b>	
<b>Integration</b>	<b>Social Science (H) :</b> LO 2 AS 1, LO 2 AS 2 <b>Social Science ( G )</b> LO 2 AS 1 <b>Technology :</b> LO 1 AS 1,2,3,4 <b>Arts and Culture :</b> Visual Arts : LO 1 AS 3, LO1 AS 4    Visual Arts : LO 3 AS 4, Visual Arts: LO 4 AS 4. Dance: LO 3 AS 1, LO 4 AS 1 Music: LO 4 A S 3 Drama LO1 AS1, LO 2 AS 1, LO 3 AS 1,LO 3 AS 1 ,LO 3 AS 2. LO 4 AS 1,LO 4 AS 2, LO 4 AS 3					

<p><b>Continuous assessment</b></p> <p><b>Who assesses?</b></p> <p><b>How?</b></p> <p><b>What?</b></p>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet Rubric</p> <p><b>Checklist</b></p> <p><b>RECORDING :</b> Informal</p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet Rubric</p> <p><b>Checklist</b></p> <p><b>RECORDING :</b> <b>FORMAL FAT 1</b></p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet Rubric</p> <p><b>Checklist</b></p> <p><b>RECORDING :</b> Informal</p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>
<p><b>RESOURCES: (REQUIRED EVERY WEEK) :</b></p> <p><b>Discovery table items</b></p> <p><b>Stories, Rhymes, Songs , Calendar, Name Chart, Birthday Chart, Weather, Theme posters, Number Charts , Abacus, Counters, pegboards, colour charts, Books , Puzzles, Games, Blocks, Construction toys, Manipulative toys Creative materials and tools, Paint, Brushes, Crayons , Scissors , Glue , Paper Anti- waste material , CD player and music instruments , Fantasy area: Set up as a home corner unless otherwise specified. Outdoor play apparatus Jungle Gym, Sandpit, Balance beam, Hoops, Tyres, balls Water play equipment, Sand play equipment</b></p>		<p><b>SPECIAL RESOURCES FOR THE WEEK</b></p> <p>Available books Pictures of Insects Magnifying glass Posters Glass jars with various insects. Insects nests if possible Ladybug picture cards Set of play dough balls of different sizes. Packets of beads Pictures of insects Pictures of homes Picture/home worksheet Crayons Quartered Worksheet Lifecycle</p> <p>See resources for creative activities</p>	
<p><b>Barriers to Learning : SEE TERM 2</b></p>			

**Weekly Lesson Planning Exemplar**

**TERM 4 : Week 1**

**INSECTS**

<b>Learning Outcomes and Assessment Standards</b>	<b>Health check and Morning Circle ( Ring )</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>LITERACY :</b> Language HL LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak. LO 2 AS 1: Talks about family and friends LO 2 AS 2: Expresses own feelings and the feelings of real or imaginary people LO 2 AS 3: Sings and recites simple songs and rhymes LO 2 AS 7: Recounts own personal experiences LO 3 AS 1: Uses visual cues to make meaning. Looks carefully at pictures and photographs to recognize common objects and experiences - identifies a picture or figure from the background - matches pictures and words</p> <p><b>NUMERACY:</b> Mathematics LO 1 AS 1: Counts to at least 10 everyday objects LO 1 AS 2: Says and uses number names in familiar contexts LO 4 AS 2: Orders recurring events in own daily life LO 4 AS 3: Sequences events within one day</p> <p><b>LIFE SKILLS:</b> Life Orientation LO 2 AS 3: Knows members of own family, peers and caregivers. LO 3 AS 1: Says own name and address.</p>	<p><b>Monday to Friday</b></p> <p><b>1. Health Check.</b> Run a quick head to toe check of each child. Keep a health record of any sign of illness observed or medication given. Refer cases that need attention.</p> <p><b>2. Greetings and news</b></p> <ul style="list-style-type: none"> <li>- Welcoming : Greet the teacher and friends</li> <li>- News : Learners tell about news in their lives</li> <li>- News: News - country &amp; around the world? (Ask children what did they see on the news (TV), heard on the radio and where did it happen?)</li> <li>- Register: Who is absent? Counting number of learners absent and present</li> <li>- Birthdays: Whose birthday is it today? ( Learners sing "Happy Birthday To You" )</li> <li>- Religion : Moral story and songs</li> </ul> <p><b>3. Days of the week</b></p> <ul style="list-style-type: none"> <li>- Monday to Sunday</li> <li>- ( Learners say which day of the week it is )</li> <li>- Rhyme about days of the week</li> <li>- Which day comes before .....?</li> <li>- Which day comes after .....?</li> </ul> <p><b>4. Months of the year</b></p> <ul style="list-style-type: none"> <li>- Which month of the year is it?</li> <li>- January to December (song)</li> </ul> <p><b>5. Date</b></p> <ul style="list-style-type: none"> <li>- Yesterday's date? Today's date? Tomorrow's date?</li> </ul> <p><b>6. Weather</b></p> <ul style="list-style-type: none"> <li>- Season? (Summer, Autumn, Winter, Spring)?</li> <li>- Weather? Ask a learner to go and look outside, How</li> </ul>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet Checklist</p> <p><b>RECORDING :</b> Informal</p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p>Name cards ( Months) Name cards (Days) Weather chart Birthday chart Date Chart Number chart</p>

<p><b>INTEGRATION:</b>  SS (H)  LO 2 AS 1: Discusses personal experiences in the past and present (chronology and time)  LO 2 AS 2: Discusses own age in years (chronology and time)  SS (G)  LO 2 AS 1: Discusses personal experiences of familiar people and places</p>	<p>is the weather today? (Sunny, cloudy, rainy or windy)?  - Tell children to watch temperature for tomorrow on the news (TV) listen to the radio or ask their parents.</p>		
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**Weekly Lesson Planning Exemplar**

**TERM 4 : Week 1**

**INSECTS**

<b>Learning Outcomes and Assessment Standards</b>	<b>Morning Circle - Theme Discussion</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>LITERACY:</b>                      LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately.                      LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker and taking turns to speak.                      LO 1 AS 7: Puts pictures in the right sequence.                      LO 3 AS 1: Looks carefully at pictures and photographs to recognize common objects and experiences.                       LO 5 AS 2: Identifies and describes similarities and differences.                      LO 5 AS 8: Gives explanations and offers solutions</p> <p><b>NUMERACY:</b>                      LO 1 AS 1: Counts to at least 10 everyday objects                      LO 1 AS 2: Says and uses number names in familiar contexts                      LO 1 AS 6: Addition and Subtraction (verbally) - 10. Building up and breaking down numbers. Doubling and halving. Explaining own solutions to problems, using concrete apparatus.</p> <p><b>LIFE SKILLS:</b>                      Life Orientation:                      Health Promotion LO 1 AS 3:</p>	<p><b>Monday:</b>  <b>What do insects look like?</b>                      All insects have:                      Six legs                      Head                      Thorax                      Abdomen                      Antennae                      Eyes                      Mouths                      Some have:                      Pinchers                      2 or 4 wings                      Good Insects—how they help us                      Pollination                      Honey—food cycle                      Helps trees and plants to make seeds                      Controls insects (eg. Praying mantis eats other insects)</p> <p><b>Tuesday:</b>  <b>Name and talk about different Insects:</b>                      Bees Butterflies                      Flies Wasps                      Ants Ticks                      Fleas Mosquito's                      Grasshoppers Dragonflies                      Crickets Beetles                      Praying mantis Moths                      Fire flies Cockroaches                      And any other insects that learners can think of.  <u><b>Flying Insects:</b></u> Bees, ladybugs, butterflies, moths, mosquitoes, beetles, dragonflies  <u><b>Crawling Insects:</b></u> Ants, cockroaches, ticks,</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses - Practical demonstration</p>	<p>Available books</p> <p>Pictures of Insects</p> <p>Magnifying glass</p> <p>Posters</p> <p>Glass jars with various insects.</p> <p>Insects nests if possible</p>



<p>Cleanliness—disease spread by insects</p> <p>Grouping insects into those we like and dislike</p>	<p><b>Wednesday:</b>  <b>What do insects eat?</b></p> <p>Plants—grasshoppers  Grass—ants  Leaves—crickets  Left over food—flies  Blood—mosquitoes and fleas  Pollen and nectar—bees  Fruit—fruit flies  Other insects—praying mantis</p>		
	<p><b>Thursday:</b>  <b>Where do insects live?</b></p> <p>Nests—ants  Near water—dragonflies  On animals and people—ticks and fleas  In the ground—crickets  Trees and shrubs—moths and butterflies</p>		
	<p><b>Friday:</b>  Life Cycle of the butterfly:  Egg ⇨ Larvae ⇨ Cocoon ⇨ butterfly</p>		

**Weekly Lesson Planning Exemplar**

**TERM 4 : Week 1**

**INSECTS**

<b>Learning Outcomes and Assessment Standards</b>	<b>Maths Routine ( Daily Monday to Friday)</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>LITERACY:</b> Language LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately. LO 1 AS 2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker and taking turns to speak. LO 3 AS 1: Looks carefully at pictures and photographs to recognise common objects and experiences. LO 4 AS 12: Manipulates writing tools like crayons etc.</p> <p><b>NUMERACY:</b> Mathematics LO 1 AS 1: Counts to at least 10 everyday objects LO 1 AS 2: Says and uses number names in familiar contexts LO 1 AS 6: Addition and Subtraction (verbally) - 10. Building up and breaking down numbers. Doubling and halving. Explaining own solutions to problems, using concrete apparatus. LO 1 AS 8: Explains own solutions to problems</p>	<p><b>1. Counting:</b> Counting insect legs count crawling and flying insects on chart.</p> <p><b>2. Shapes and Colours:</b> Flash shape cards Flash colour cards Associate shapes with insects</p> <p><b>3. Before, after and half of:</b> Which number comes before 6? Which number comes after 6? How many legs on each side of the insect? Divide 6 evenly. How many do you get in each group.</p> <p><b>4. Number of the week—8</b> Teacher shows 8 fingers. How many fingers do you see? Show 8 beads on the abacus. Let learners jump 8 jumps forwards Let learners jump 8 jumps backward Counting backwards from 8 Write 8 in the air with fingers Draw 8 insects on a paper</p> <p><b>5. Mental Maths:</b> Problem Solving: Learners solve verbally stated addition and subtraction problems to at least 8.</p>	<p><b>METHOD :</b> Teacher</p> <p><b>TOOL :</b> Observation sheet</p> <p><b>RECORDING :</b> Informal</p> <p><b>FORMS :</b> Oral Responses Practical demonstration</p>	<p>Insect Poster Flashcards— colour shapes Abacus Paper Crayons</p>

**Weekly Lesson Planning Exemplar**

**TERM 4 : Week 1**

**INSECTS**

<b>Learning Outcomes and Assessment Standards</b>	<b>Learning Activities Maths (Numeracy) In Small Groups Monday to Friday</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>LITERACY:</b>                      LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately.                      LO 2 AS 5: Asks questions when he does not understand or for more information. Responds to questions.                      LO 5 AS 2: Identifies and describes similarities and differences.</p> <p><b>NUMERACY:</b>                      LO 1 AS 2: Says and uses number names in familiar contexts                      LO 1 AS 4: Orders and compares collections of objects using more, less and equal.                      LO 3 AS 1: Recognizes, identifies and names 3 D objects in the classroom and in pictures, (boxes, prisms, balls &amp; spheres).                      LO 4 AS 4: Compares and orders objects using appropriate vocabulary to describe mass - light / heavy.</p>	<p><b>Counting:</b> (Monday)  <b>FAT 1:</b> Practical in small groups. Learner's count spots on ladybugs— 1 to 8. 4 Ladybugs (picture on a card, each with a different number of spots). Which bug has most/least spots?</p> <p><b>Measurement:</b> (mass and capacity) (Tuesday)  <b>FAT 1:</b> Practical in small groups. Teacher gives each learner a set of play dough balls of different sizes. The learner's order the balls from biggest to smallest. The learner's answer questions: eg. Which is the biggest/smallest? Which is the heaviest / lightest?</p> <p><b>3.Numbers, Operations and Relationships</b> (Wednesday)  <b>FAT 1:</b> The teacher gives the learner's 3 packets with a different number of beads in each packet ranging from 1 to 8. Learner's order the packets from least to most and most to least.</p> <p><b>Space and Shape:</b> (Thursday)  <b>FAT 1:</b> Written. Teacher gives learner's a picture of different insects and their homes. Learner's identify and name the insects and their homes. Learner's colour the insect and their matching home the same colour.</p> <p><b>Measurement:</b> (Friday)  <b>FAT 1:</b> Written. The teacher gives the learner's a blank sheet divided into quarters. Learner's draw the life cycle of the butterfly.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Rubric</p> <p>RECORDING : FORMAL</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Ladybug picture cards</p> <p>Set of play dough balls of different sizes.</p> <p>Packets of beads</p> <p>Pictures of insects</p> <p>Pictures of homes</p> <p>Picture/home worksheet</p> <p>Crayons</p> <p>Quartered Worksheet</p> <p>Lifecycle</p>

**Weekly Lesson Planning Exemplar**

**TERM 4 : Week 1**

**INSECTS**

<b>Learning Outcomes and Assessment Standards</b>	<b>Creative Activities</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>LITERACY:</b>                      LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately.                      LO3 AS 3: Listens with enjoyment to oral texts.                      LO 2 AS 5: Asks questions when he does not understand or for more information. Responds to questions.</p> <p><b>INTEGRATION:</b>  <b>A/C</b>                      LO 1: Visual Arts: AS 3: Explores and experiments with a wide variety of art materials, techniques including waste materials, and colour in a spontaneous and creative way.                      LO 1: Visual Arts: AS 4: Uses and co-ordinates motor skills in practical work and play (eg. Appropriate handling of scissors, glue, paintbrush and drawing instruments.                      LO 3: Visual Arts: AS 4: Demonstrates active involvement in individual and group art-making activities and an ability to share art-making activities and an ability to share art-making equipment.                      LO 4: Visual Arts: AS 4: Responds to what the learner sees, perceives and experiences in own natural and constructed environment.</p> <p><b>TECHNOLOGY:</b>                      LO 1: Learner makes simple products from a range of materials.</p>	<p><b>Monday to Thursday :</b>  <b>Rotate</b></p> <p>Activity 1  <b>Egg Box Caterpillar</b>  <u>Preparation:</u> Mix different coloured powder paints. Collect a large amount of egg boxes.  <u>Activity:</u> Cut an egg box in half lengthways and cut the cups into two sets of three cups. Glue the egg cups onto a piece of cereal box card and paint the caterpillar. Paint a face onto the first egg cup and stick two pipe cleaners/ twigs in the top of the head for feelers.</p> <p>Activity 2  <b>Butterfly blot painting:</b>  <u>Preparation:</u> Mix 3 different coloured powder paint. Fold each learner’s paper in half.  <u>Activity:</u> The learner spoons a blob of paint of each <b>colour</b> onto one side of the folded paper close to the fold. Fold paper closed and rub in an outward direction. Open the paper and allow to dry. When the butterfly is dry, let the learner draw on feelers.</p> <p>Activity 3  <b>Insect Mobile:</b>  <u>Preparation:</u> Mix yellow and black powder paint. Ensure you have a small paintbrush with which to paint features. Collect a large number of egg boxes. Cut the egg boxes into two segments.  <u>Activity:</u> Neatly cut 2 egg cups off an egg box to make the head and body of the bee. Take a piece of paper and fold it into a fan or concertina. Tape the piece of</p>	<p>METHOD : Teacher</p> <p>TOOL : Rubric</p> <p><b>RECORDING :</b>  <b>Formal FAT 2</b></p> <p>FORMS : Oral Responses Practical demonstration</p>	<p><b>Activity 1:</b>                      Egg boxes                      Wood glue                      Cereal boxes                      Paint brushes                      Scissors                      Pipe cleaners/twigs                      Powder paint</p> <p><b>Activity 2:</b>                      A4 paper                      Paint                      Teaspoon</p> <p><b>Activity 3:</b>                      Egg boxes                      Scissors                      Wood glue                      Paintbrushes                      Pipe cleaners/twigs                      Powder paint—black and yellow                      Masking tape                      paper</p>

	<p>paper in the centre and glue between the egg cups to form the bee's wings. Paint black and yellow stripes onto the egg cup and paint the front one (head) black. Stick pipe cleaners or twigs which have been painted black, into the head section and the abdomen section for the legs. Paint on the eyes.</p> <p>Activity 4</p> <p><u>Preparation :</u> Collect leaves and twigs</p> <p><u>Activity:</u> Stick the leaves and twigs on paper (or cardboard)</p>		
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**Weekly Lesson Planning Exemplar**

**TERM 4 : Week 1**

**INSECTS**

Learning Outcomes and Assessment Standards	Music, Drama, Dance & Movement	Assessment	Resources
<p><b>LITERACY:</b> LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately. Responds to movement instructions that cover space. LO3 AS 3: Listens with enjoyment to oral texts. (simple songs, rhymes, short poems and stories), and shows understanding: acts out parts of the story, song or rhyme.</p> <p><b>LIFE SKILLS:</b> Life Orientation LO 3 AS 2: Describe what own body can do. LO 4 AS 1: Plays running, chasing and dodging games using space safely. LO 4 AS 3: Performs expressive movements using different parts of the body. LO 4 AS 2: Explores different ways to locomote, rotate, elevate and balance</p> <p><b>INTEGRATION:</b> A/C LO 3 Dance AS 1: Responds to movement instructions to cover space. A/C LO 4 Dance AS 1: Expresses ideas and stories creatively through movement activities. A/C LO 4 Music AS 3: Listens and moves creatively to stories, songs and sound. A/C LO 1 Drama AS 2: Participates in make-believe situations based on imagination, fantasy and life experiences.</p>	<p><b>Monday:</b> <b><u>Shoo Fly!</u></b>  Shoo fly! Don't bother me! (x3) For I belong to somebody. I feel, I feel, I feel like a morning star (x2) Shoo fly! Don't bother me! (x3) For I belong to somebody.</p> <p><b>Tuesday:</b> <b><u>Percussion</u></b>  Musical Instruments. Divide class into 3 groups Group 1: Bells (Shoo fly don't bother me) Group 2: Shakers (For I belong to somebody) Group 3: Tambourines (I feel, I feel, I feel like a morning star)</p> <p><b>Wednesday:</b> <b><u>Drama</u></b> Learners Role play Ants. Dramatize an ant scent trail. Make a scent trail for the learners to follow. Use several distinctive scents—lemon peels, vinegar, vanilla etc. Learners follow the scent as ants would do. Learners choose one of the scents each and follow the trail. Concept: Ants follow sweet smelling scents.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>CD/tape player Posters Musical</p>

<p>A/C LO 3 Drama AS 2: Participates in drama games—takes turns, waits for signals, responds to cues and shares space.</p>	<p><b>Thursday:</b></p> <p><b>Dance</b> Flight of the Bumble-Bee. (music). Learners dance to represent how bees dance to relay messages.</p>		
	<p><b>Friday:</b></p> <p><b>Movement</b>—a large area is required. Learners listen to teacher’s instruction.</p> <p>Bee dance—buzzes like a bee in a figure of 8. Move slowly like a praying mantis—on all 4’s Hop like a flea. Flutter like a butterfly. Crawl like a beetle</p>		

**Weekly Lesson Planning Exemplar**

**TERM 4 : Week 1**

**INSECTS**

<b>Learning Outcomes and Assessment Standards</b>	<b>Outdoor Play</b>	<b>Assessment</b>	<b>Resources</b>
<p>LIFE SKILLS: LO 4 AS 4: Participates in free play activities.</p> <p>INTEGRATION: A/C Drama LO 1.1: Uses voice and movement spontaneously when playing creative drama games. 1.2: ...participates in make-believe situations, based on imagination, fantasy and life experiences. 2.1 ...thinks about and shows how people move. ....uses concrete objects to represent other objects in dramatic play. 3.1: ...participates in drama games—takes turns, waits for signals, responds to cues and shares space. 4.1: conveys feelings through facial expression and gesture. 4.2: creates sound effects. 4.3: performs expressive movements, using different parts of the body.</p> <p>Technology:LO 1: Plan and design a garden that attracts insects w</p>	<p><b><u>Monday—Friday:</u></b></p> <p><b>Outside apparatus and free play.</b> <b>Sand and water play</b></p> <p><b>Monday:</b> Find and inspect insects using the magnifying glasses and insect boxes or plastic see through jars.</p> <p><b>Tuesday:</b> Build ant nests in the sand. Can use water.</p> <p><b>Wednesday:</b> Obstacle course using outside apparatus, hoola- hoops, bean bags, soccer balls etc</p> <p><b>Thursday:</b> Plant seedlings, as well fast growing flower seeds such as— sweet-pea and Namaqualand daisies.</p> <p><b>Friday:</b> Repeat Monday’s activity with Magnifying glasses and insect boxes.</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet Checklist</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses</p> <p>Practical demonstration</p>	<p>Sand Equipment Water Equipment Outside Apparatus Magnifying glasses Insect boxes</p>



**Weekly Lesson Planning Exemplar**

**TERM 4 : Week 1**

**INSECTS**

<b>Learning Outcomes and Assessment Standards</b>	<b>Learning Activity Educational play</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>LITERACY:</b> Language LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately. Responds to movement instructions that cover space. LO 2 AS 9: Participates confidently and fluently in a group. LO 3 AS 1: Makes sense of picture stories. LO 5 AS 2: Identifies parts from the whole. LO 5 AS 3: Solves and completes puzzles.</p> <p><b>NUMERACY:</b> <b>Mathematics</b> LO 3 AS 3: Builds 3D objects using concrete material. LO 2 AS 2: Creates own patterns.</p> <p><b>INTEGRATION.</b> A/C LO 3: Participating and collaborating.</p>	<p><b>Monday to Friday</b></p> <p><b>Rotate Groups</b></p> <p>Group 1: Block area Group 2: Book area Group 3: Puzzles Group 4: Threading and Sequencing (max 8 beads)Teacher roams around classroom, assisting where necessary</p>	<p>METHOD : Teacher with Group 4</p> <p>TOOL : Cards Class List</p> <p><b>RECORDING Informal</b></p> <p>Teacher Demonstration, Guidance for Explanation for learners OBSERVATION of Learners' behaviour.</p>	<p>Blocks Story books 24—36 piece puzzles Beads and String</p>

**Weekly Lesson Planning Exemplar**

**TERM 4 : Week 1**

**INSECTS**

<b>Learning Outcomes and Assessment Standards</b>	<b>Literacy (Language ) In Small Groups Monday to Friday</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>LITERACY:</b> Language LO 1 AS 1: Listens attentively to questions, instructions and announcements, and responds appropriately. Responds to movement instructions that cover space. LO 1 AS 3.1: Acts out parts of a basic song, story or rhyme. LO 1 AS 4.1: Develops phonic awareness and recognises that words are made up of sounds. LO 1 AS 4.2: Develops phonic awareness and distinguishes between different sounds especially at the beginning and ending of words. LO 2 AS 6: Passes on messages. LO 3 AS 4.2: Recognizes and reads high frequency words such as own name and print in the environment such as "STOP". LO 4 AS 2: Forms letters in various ways eg. By using own body to show the shapes, writing in sand. LO 6 AS 1.1: Relates sounds to letters and words by recognising words are made up of sounds and recognises the sounds at beginning of some words.</p>	<p>Read the Story : <b>The very Hungry Caterpillar .</b> Learners answer various questions about the story. Discuss the Title of the story, sounds and sentences. Discuss the sequence of the story. Learners learn and sing a song: <b>If I were a butterfly?</b></p> <p><b>Vocabulary:</b> words of the week. Insects, head, thorax, abdomen, antennae/feelers, legs, eyes, wings, pinchers, hive, nests, egg, larvae, cocoon,.</p>	<p>METHOD : Teacher</p> <p>TOOL : Checklist Rubric</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Songs</p> <p>Rhymes</p> <p>Flashcards of appropriate phonic sound</p> <p>Flashcards of new vocabulary words</p>

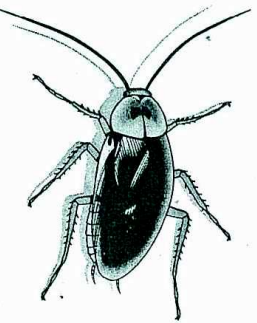
**Weekly Lesson Planning Exemplar**

**TERM 4 : Week 1**

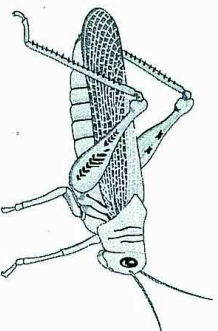
**INSECTS**

Learning Outcomes and Assessment Standards	Story (Reading)	Assessment	Resources
<p><b>LITERACY:</b> Language LO 1 AS 3: Listens with enjoyment and understanding to oral text such as stories/poems. LO 3 AS 2: Role-plays reading: Holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct idea. "Reads" picture books with simple captions or sentence. LO 3 AS 4.3: Starts recognising and making meaning of letters.</p>	<p><b>Monday:</b> The teacher reads the story: The Honey Bee or any other Insect related story book. Introducing the learners to new vocabulary words. She also creates opportunities for learners to talk about their own experiences about insects.</p> <p><b>Tuesday:</b> Poem: The Silkworm (See provided poem) The teacher reads the poem about the silkworm. Memory and comprehension questions about the poem.</p> <p><b>Wednesday:</b> Learners dramatize the rhyme: Ladybird, Ladybird fly away home.</p> <p><b>Thursday:</b> Learners tell their own stories about insects. Try to allow as many learners as possible to have a turn</p> <p><b>Friday:</b> Teacher tells own story about insects. Asks memory and comprehension questions; eg. Who was the story about? Would you like to be.....? Why? What would happen if.....? etc</p>	<p>METHOD : Teacher</p> <p>TOOL : Observation sheet</p> <p>RECORDING : Informal</p> <p>FORMS : Oral Responses Practical demonstration</p>	<p>Story books Story provided Poem provided</p>

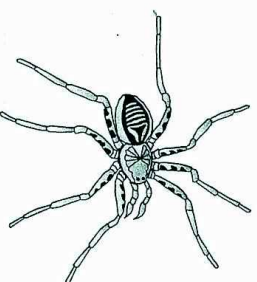
# INSECTS



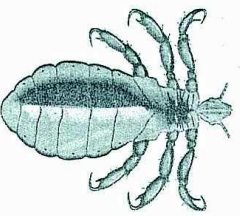
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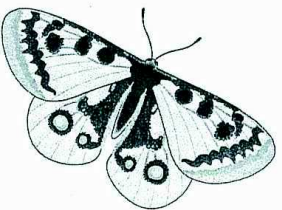
Grasshopper



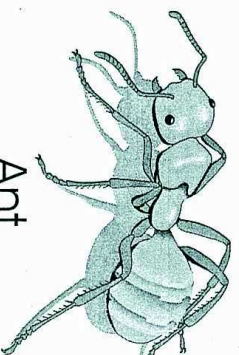
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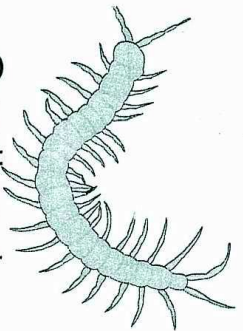
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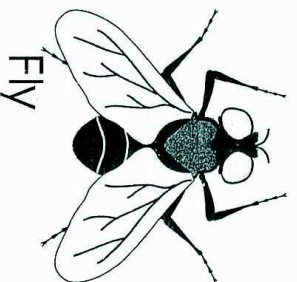
Butterfly



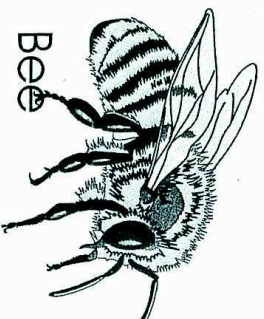
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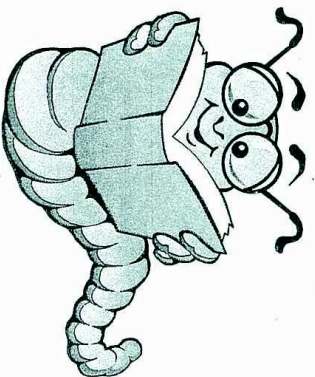
Centipede



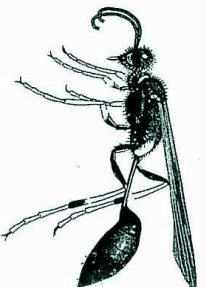
FLY



Bee



Worm



Wasp

